



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Government Schools Reviews

Short Review Report

**Fatima Bint Asad Primary Girls School
Al-Hajar - Northern Governorate
Kingdom of Bahrain**

Date of Review: 10-12 April 2017

SG118-C3-R113

Introduction

The Directorate of Government Schools Reviews (DGS), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five reviewers. During the review, reviewers observed lessons and other activities, scrutinised students' written works and analysed the school's performance data and other documents. They spoke to the staff, students and parents. This report summarises their findings and recommendations.

Summary of review judgements

Outstanding 1

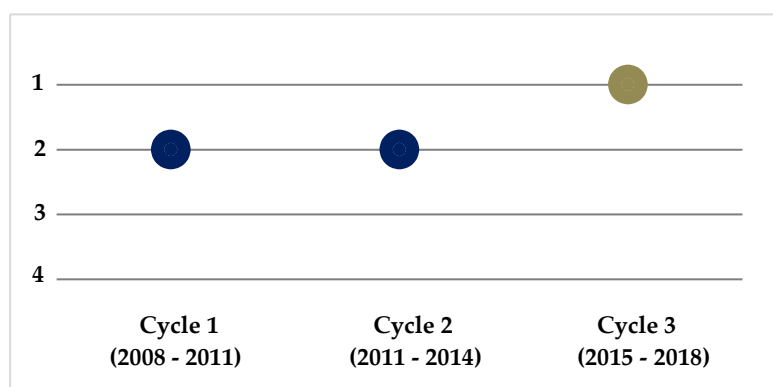
Good 2

Satisfactory 3

Inadequate 4

Aspect		Grade			
		Elementary / Primary	Middle / Intermediate	High / Secondary	Overall
Quality of outcomes	Students' academic achievement	1	-	-	1
	Students' personal development	1	-	-	1
Quality of processes	Teaching and learning	1	-	-	1
	Students' support and guidance	1	-	-	1
Quality assurance of outcomes and processes	Leadership, management and governance	1	-	-	1
Capacity to improve		1			
The school's overall effectiveness		1			

The chart demonstrates the school's overall effectiveness throughout the review cycles.



School Summary Report

Percentile words used in relation to different judgements

Grade	Relative words used	Interpretation
Outstanding	All / Almost all	Indicates completeness and comprehensiveness/about to reach completeness and comprehensiveness.
	The vast majority	Indicates an amount that exceeds most.
Good	Most	Indicates an amount that exceeds majority.
Satisfactory	Majority / Adequate / Suitable / Variable	Indicates more than average.
Inadequate	Minority / Few	Indicates less than average.
	Limited	Indicates less than minority.
	Very limited	Indicates scarcity/rarity.
	None	Indicates unavailability/nothing.

School's overall effectiveness 'Outstanding'

Judgement justifications

- | | |
|---|--|
| <ul style="list-style-type: none"> • The school achieves outstanding progress in its overall performance based on its improved performance from 'Good' to 'Outstanding' in the areas of students' academic achievement and teaching and learning. • Consistent administration, clear mechanisms and accurate planning and monitoring based on comprehensive and accurate self-evaluation cover all aspects of schoolwork. This is supported by senior leadership's inspiration to its staff and faith in their abilities. | <ul style="list-style-type: none"> • Students achieve very high pass rates in line with their actual standards in the outstanding and good lessons, which account for more than three quarters of lessons in all classes and core subjects. • Students have the motivation and passion to participate in school life with great confidence and enthusiasm, with leading personalities. • Teachers employ effective teaching and learning methods and strategies in the vast majority of lessons; which help all groups of students to achieve the required competencies in the core subjects. |
|---|--|

- The outstanding effectiveness of the educational and personal support programmes provided to all groups of students is evident in their personal development and achievement.
- However, the support offered to low achievers in some lessons is not as effective.
- Students and parents are very satisfied with the school's provision.

Main positive features

- The quality of planning and self-evaluation processes and the systematic work to implement the school's vision in real terms in all aspects by:
 - raising teachers' professional competency through in-house training, under which monthly training workshops and programmes are organised followed by evaluative class visits to assess the impact of the training
 - the inspirational leadership that encourages excellence, and its significant role in preparing a second line of leadership that is ready to assume administrative or academic responsibilities as required.
- The outstanding personal and academic support programmes and projects, and their clear impact on students' personal and academic progress including:
 - projects for promoting Cycle 1 students' acquisition of the basic skills, such as 'Step by Step towards Proficiency' and 'Train to Gain'
 - preventive behavioural counselling programmes such as 'Behavioural Values Oasis', 'I Express my Behaviour' and 'My Digital Story'
 - school clubs that aim to develop students' talents, satisfy their various preferences and interests and support their excellence through a set of programmes such as mental games, 'My Quran is my Way of Life', Creative Thinking and 'Magic Fingers'.
- The high levels achieved by students in the school, MoE and national examinations, in addition to the outstanding progress in lessons.
- Students' excellent personalities and great motivation to participate in school life, as in leading pre-morning assembly programmes, daily break time 'My Break ... My Fun' and cultural weeks such as 'My Book is the Secret Behind my Excellence' week.
- The employment of interesting teaching and learning strategies that develop high order thinking skills, such as 'Learning through Play' and 'Brainstorming'.

Recommendations

- Spread the outstanding practices as widely as possible to help other educational institutions in the Kingdom of Bahrain to benefit from them.
- Focus on further supporting low achieving students in lessons, in a manner that drives them to progress and excel.

- Address the shortage in middle leadership represented by:
 - Senior Teachers for the Arabic, English and science departments
 - a class teacher.

□ Capacity to improve 'Outstanding'

Judgement justifications

- | | |
|--|--|
| <ul style="list-style-type: none"> • The self-evaluation is accurate and comprehensive, leading to outstanding strategic planning processes and the adoption of a systematic shared work methodology that includes intensive monitoring mechanisms. These actively contribute to implementing the school's vision and mission in practice. • Administrative processes are outstanding, as is the senior leadership's development of leaders, who are ready to assume responsibility, deal with | <p>challenges and fill any shortage at all levels of leadership, such as the shortage in senior teachers for science, Arabic and English departments and the lack of a substitute for class teachers during long absences.</p> <ul style="list-style-type: none"> • There is great consistency between the judgements reached by the review team and the school's evaluation of its performance in all the aspects set out in the self-evaluation form (SEF). |
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Appendix: Characteristics of the school

Name of the school (Arabic)	فاطمة بنت أسد الابتدائية للبنات													
Name of the school (English)	Fatima Bint Asad Primary Girls													
Year of establishment	1972													
Address	Building 1254 - Road 6324 - Block 463													
Town / Village / Governorate	Al-Hajar/ Northern													
School's Contacts	17595108				Fax				17595180					
School's e-mail	faasad.pr.g@moe.gov.bh													
School's website	-													
Age range of students	6-12 years													
Grades (e.g. 1 to 12)	Primary				Middle				High					
	1-6				-				-					
Number of students	Boys		-		Girls		654		Total		654			
Students' social background	Most students are from middle-income families													
Classes per grade	Grade	1	2	3	4	5	6	7	8	9	10	11	12	
	Classes	4	4	4	3	3	3	-	-	-	-	-	-	
Tracks	Grades	Distribution of classes on Tracks												
	Grade 10	-												
	Grade 11	-												
	Grade 12	-												
Number of administrative staff	10 administrative and 3 technicians													
Number of teaching staff	52													
Curriculum	Ministry of Education (MoE)													
Main language(s) of instruction	Arabic													
Principal's tenure in the school	One year													

External assessment and examinations	<ul style="list-style-type: none"> • MoE examinations for Cycle 2 mathematics and Grade 6 English. • BQA national examinations.
Accreditation (if applicable)	-
Major recent changes in the school	<ul style="list-style-type: none"> • Appointments in the school year 2016-2017: <ul style="list-style-type: none"> - School Principal - 2 new teachers, 1 for Arabic and 1 for mathematics - an administrative technician. • A speech therapist was appointed in 2015-2016.